

Strategic Planning Progress Report

Fiscal Year 2006

Cabinet: Kentucky Department of Education
Contact: Kevin Noland, Interim Commissioner

Highlights: In 2001, the Kentucky Board of Education adopted a strategic plan based on the long-term goal of all schools and students reaching proficiency by 2014. The board established ambitious goals for teaching and leadership quality and strong supportive learning environments in schools. Progress has been made since 2001. Kentucky schools and students continue to move toward proficiency. Dropout rates declined significantly to an historic low. The number of emergency certified teachers dropped. Record numbers of Kentucky teachers earned national certification. Technology became accessible to more students and teachers. Kentucky Virtual High School continued to grow. A variety of targeted grant programs assisted schools in being responsive to the non-academic needs of students and their families. The Kentucky Department of Education has streamlined its operations, focused its energies on the most effective ways to improve student performance and increased its efforts to support district staff in improving their schools. In current dollar terms, SEEK base funding per pupil remained essentially unchanged.

The performance targets in this document have been established in a variety of ways. Student performance targets are based on steady annual progress toward proficiency by 2014. Other targets are based on the current performance of Kentucky's highest performing schools. Some are based on standards set by state or national groups. Wherever possible, results are stated in terms of the percentage of schools or students meeting the established performance standard. Also, where data is availability, results have been reported separately for elementary, middle and high schools.

GOAL 1: HIGH STUDENT PERFORMANCE

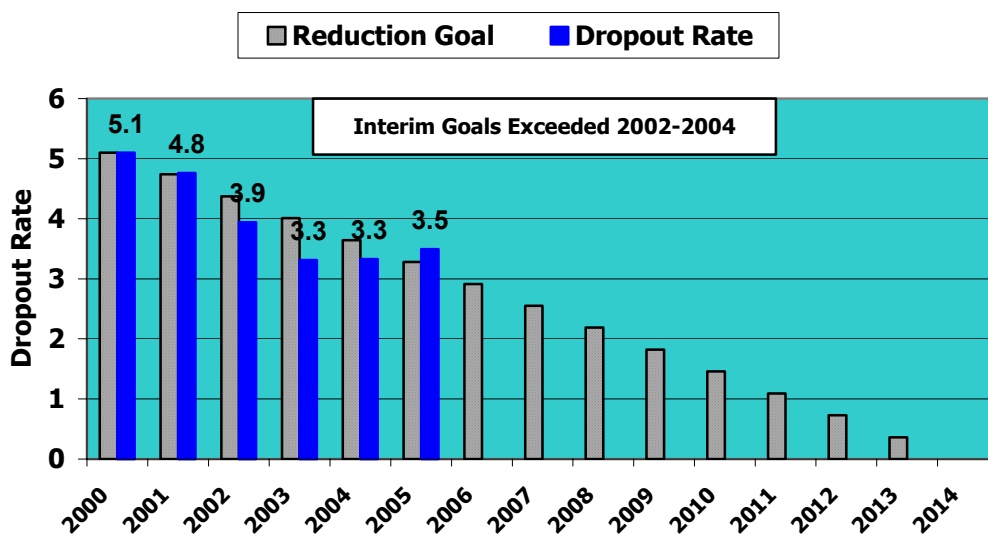
Since the enactment of the Kentucky Education Reform Act of 1990, Kentucky schools have made significant progress toward the goal of proficiency by 2014. As measured by the Commonwealth Accountability Testing System (CATS) as a score of 100, all schools have made some progress toward the goal, several schools have made adequate progress to reach 100 by 2014, and a few schools have already reached the goal. The percentage of young children served by high quality preschools is at a record level. For the first time in more than 30 years, dropout rates declined significantly. Record numbers of high school students are taking rigorous courses in preparation for postsecondary education and careers. Areas that need attention include performance gaps among subgroups of students, high school performance, attendance and student failure rates.

Objective 1.1: Every student in school and making strong progress

Status: **Action Plan in Progress**

The Kentucky Department of Education (KDE) is addressing all objectives through focused and coordinated initiatives. Special emphasis has been placed on dropout reduction and reducing performance gaps among subgroups of students to meet requirements adopted by the General Assembly in 2002 (Senate Bill 168).

Performance Indicator 1.1.1: Decrease the percentage of students dropping out of school overall and by subcategories

High School Student Dropout Rate**Dropout Reduction: Schools**

	Year	Statewide Percentage Rate Grades 9-12	Percent of High Schools Meeting Goal of Less Than 5%
Baseline	1999-2000	5.10	68
Actual	2004-2005	3.49	93

Dropout Reduction: Students

	Year	Male	Female	White	African-American	Hispanic
Baseline	1999-2000	6.0	4.1	4.8	7.8	6.7
Actual	2004-2005	4.1	2.9	3.2	5.9	5.2
Target	2005-2006	3.5	2.3	2.8	4.5	3.8

Note: Dropouts are students who leave a school at any time after initially enrolling and who do not enroll in another public or non-public school. The dropout rate is calculated using national standards, by dividing the number of dropouts by the total

number of students enrolled (fall membership - from 2nd month Growth Factor Report). Data Source: Nonacademic Data, 1993-2006 (KDE)

Performance Indicator 1.1.2: Decrease the percentage of students who are retained in grade overall and by subcategories:

Student Failure Rates

	Year	All Students	Ninth Graders
Baseline	1999-2000	4.0	11.8
Actual	2004-2005	3.3	10.8
Target	2005-2006	3.1	9.8

Note: The retention rate is the percentage of students who are required to repeat a grade or, in high schools, who do not earn enough credits to be considered a member of the next highest class. Data Source: Nonacademic Data, 1993-2006 (KDE)

Performance Indicator 1.1.3: Increase student attendance rates and decrease habitual truancy

Student Attendance Rates

	Year	Percentage of ADA	Percentage of Schools with at Least 96%		
			Elementary	Middle	High
Baseline	1999-2000	94.2	20	14	5
Actual	2004-2005	94.3	25	13	3
Target	2005-2006	95.2	55	48	45
Target	2013-2014	96	100	100	100

Notes: Data Source: Nonacademic Data, 1993-2006 (KDE). The Department for Juvenile Justice addresses habitual truancy on an individual student basis, but data are not compiled currently.

Performance Indicator 1.1.4: Increase participation in high quality preschool programs

Preschool Participation

	Year	Percent Enrolled
Baseline	2000-2001	85
Actual	2005-2006	84
Target	2006-2007	100

Note: Participation includes children served through the state-funded preschool program and federally funded Head Start. The two programs have comparable operational standards and frequently blend or jointly operate services. There is a decline for 2005-06 due to several reasons. There was an increase in the cohort used from the previous years, from 52,000 to the most current cohort of 55,000. Also there was a decline in the estimate for at-risk/free lunch eligibility. At-risk/free lunch eligible students declined from 43% to 40%. The estimate for the disability rate increased to 14%, up from 13% in the last performance report. Data sources: Kentucky Performance Report, Kentucky Data Center, Department for Public Health and Head Start enrollment data (Head Start Collaboration Office).

Performance Indicator 1.1.5: Increase and improve students' preparation and planning for life after public school*

**Needs establishment of data measure and performance targets*

Performance Indicator 1.1.6: Increase the number of strategies available for educators to hold students accountable for their own learning and achievement*

**Needs establishment of data measure and performance targets*

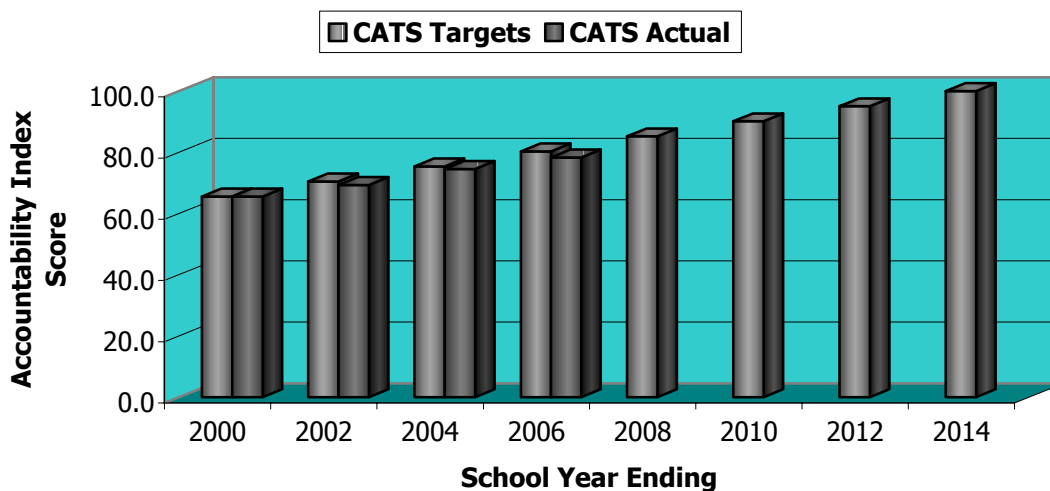
Objective 1.2: Every student achieving at high levels

Status: **Action Plan in progress**

KDE is addressing all objectives through work plans developed during 2001, revised in 2003-2004 and further updated in 2006. KDE continues to maintain high performance standards for students, teachers, schools and districts, to measure performance against those standards and provide targeted help to those most in need. Highly skilled educators assist the lowest performing schools. Scholastic audits and reviews provide school and district staff with tools and guidance for school improvement. Other KDE staff work with districts to identify needs and provide or arrange for assistance.

Performance Indicator 1.2.1: Increase school scores on the state's accountability index, including a reduction in novice and apprentice level learners

Overall Accountability Index Scores



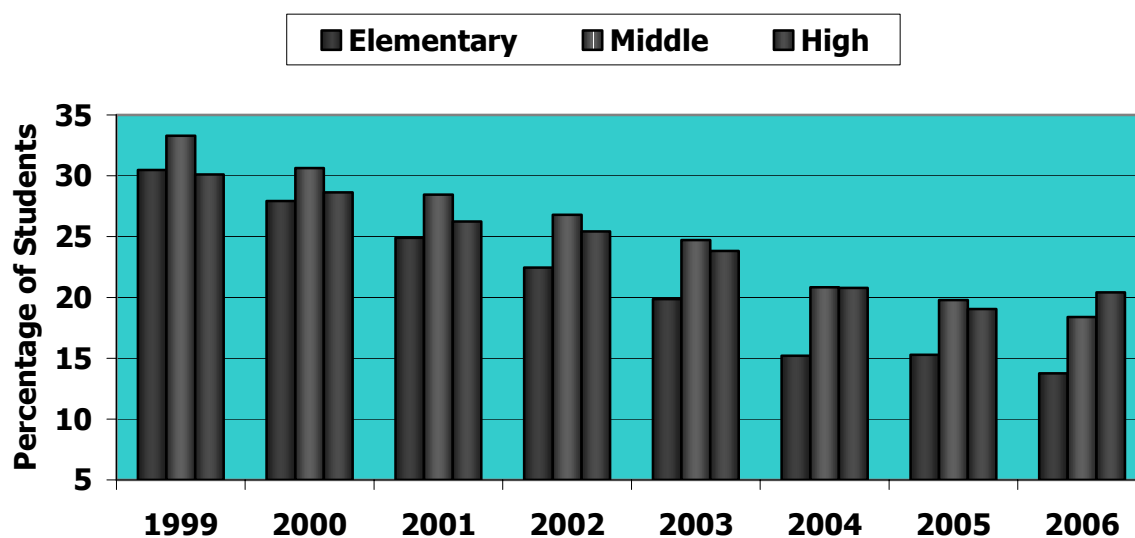
Student Performance Levels: Accountability Index:

Year	Accountability Index*
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		All	Elementary	Middle	High
Baseline	1998-2000	65.5	67.5	64.9	64.1
Actual	2004-2006	78.3	83.1	76.4	75.4
Target	2004-2006	80.3	79.8	75.1	74.9
Target	2012-2014	100	100	100	100

Note: By 2014, all schools are to reach or exceed 100 on the Commonwealth Accountability Testing System (CATS) index. The graph represents an unweighted average of the elementary, middle and high school indices. The 2000-2002 statewide gains were slightly short of the amounts needed to be on track for meeting the 2014 target. The second chart shows the percentage of schools meeting their goals for academic achievement and dropout and novice reduction. The charts below show the percent of students performing at the lowest (novice) level and the percent of schools on track to reduce novice performers to no more than 5 of students by 2014. Data Source: CATS Scores Reports (KDE)

Novice Reduction: Students



	Year	Percentage of Students at Novice Level		
		Elementary	Middle	High
Baseline	1999-2000	28	31	29
Actual	2004-2006	15	19	20
Target	2006-2008	18	20	19
Target	2013-2014	5	5	5

Note: Data Source: CATS Scores Reports (KDE)

Novice Reduction: Schools

Novice	Year	Percentage of Schools Meeting Reduction Goal
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Reduction		Elementary	Middle	High
Baseline	2000-2002	67	55	50
Actual	2002-2004	70	63	50
Target	2004-2006	100	100	100

Note: Data Source: CATS Scores Reports (KDE)

CTBS/5 School Performance

	Year	Percentage of Schools at or above 50 th Percentile			
		All Schools	End of Primary	6 th Grade	9 th Grade
Baseline	2000	59	67	55	48
Actual	2005	78	80	83	64
Target	2006	100	100	100	100

Note: The Commonwealth Accountability Testing System (CATS) includes performance on a norm-referenced test (CTBS/5). Kentucky's state average CTBS/5 for all grades tested was at or above the 50th percentile in 2005. Although there has been major progress in this area, not all schools are reaching this level. Data source: 2005 CTBS/S Results for Exiting Primary and Grades 6 and 9

Performance Indicator 1.2.2: Increase state scores and show significant progress on the National Assessment of Educational Progress (NAEP)

Subject	Grade	Year	Scale Score		Achievement Level		
			State Avg.	[Nat. Avg.]*	Percent at or Above		
					Basic	Proficient	Advanced
Mathematics(scale: 0-500)	4	1992 ⁿ	215	[219]	51	13	1
		1996 ⁿ	220	[222]	60	16	1
		2000	219	[224]	59	17	1
		2003	229	[234]	72	22	2
		2005	231	[237]	75	26	3
	8	1990 ⁿ	257	[262]	43	10	1
		1992 ⁿ	262	[267]	51	14	2
		1996 ⁿ	267	[271]	56	16	1
		2000	270	[272]	60	20	3
		2003	274	[276]	65	24	4
Reading(scale: 0-500)	4	2005	274	[278]	64	23	3
		1992 ⁿ	213	[215]	58	23	3
		1994 ⁿ	212	[212]	56	26	6
		1998	218	[213]	62	29	6
		2002	219	[217]	64	30	6
		2003	219	[216]	64	31	7
	8	2005	220	[217]	65	31	7
		1998	262	[261]	74	30	2
		2002	265	[263]	78	32	2
		2003	266	[261]	78	34	3
		2005	264	[260]	75	31	3
		4	2000	152	[145]	69	28
2005	158		[149]	76	36	4	
Science(scale: 0-300)							

Writing(scale: 0-300)	8	1996 ⁿ	147	[148]	58	23	2
		2000	150	[148]	60	28	3
		2005	153	[147]	63	31	3
	4	2002	154	[153]	86	27	2
	8	1998	146	[148]	84	21	1
		2002	149	[152]	85	25	1

* Includes public schools only

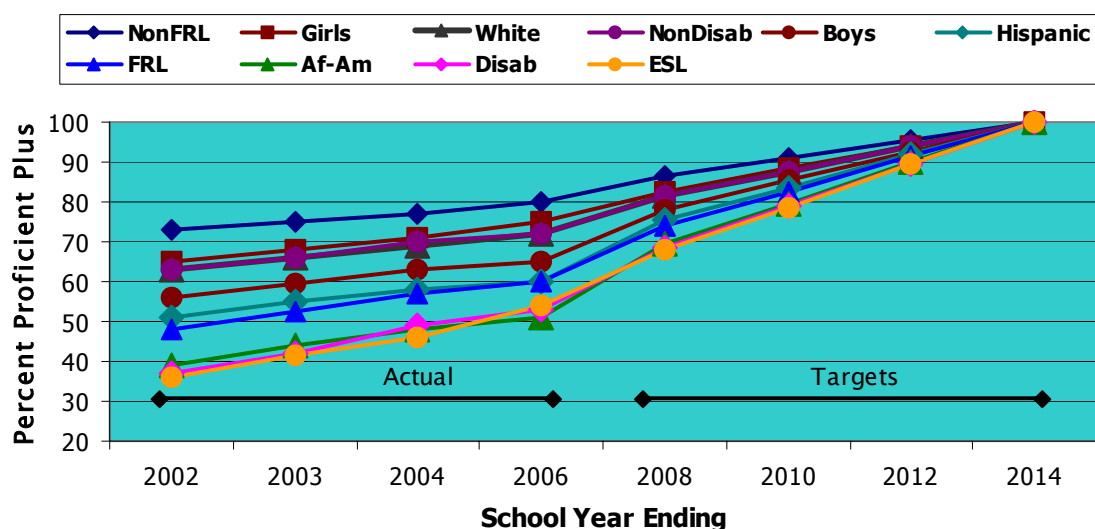
ⁿ Accommodations were not permitted for this assessment

Performance Indicator 1.2.3: Increase student scores overall on the state assessment (KCCT, ACT, PLAN, EXPLORE and CTB/Terra Nova) and on NAEP

See also charts under 1.2.1 above.

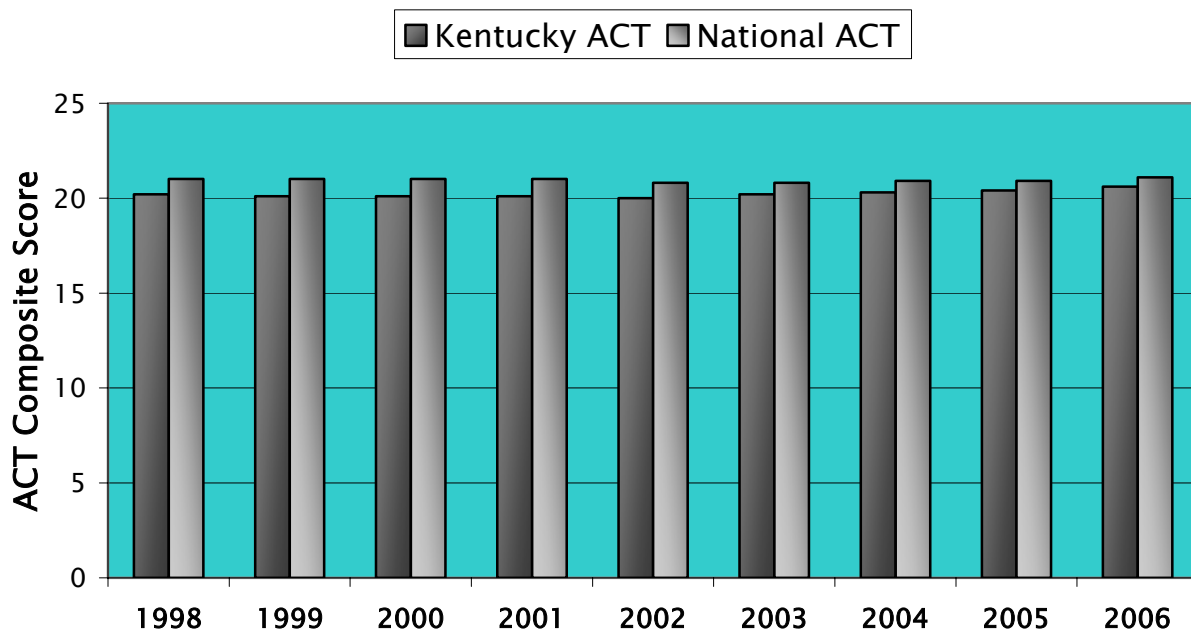
Baseline 2000-2002 CATS Scores
Target All students reach proficiency by 2014

Percent Proficient and Distinguished: Elementary Reading



Note: For the Kentucky Core Content Test, performance targets have been established for subgroups of students based on gender, ethnicity, poverty, English language proficiency and disability for each level (elementary, middle and high) and in each of the tested subject areas (reading, writing, math, science, social studies, arts and humanities and practical living/vocational studies). The target for each subgroup is 100 of students performing at proficiency or above by 2014. The targets have a dual purpose: improvement by all groups and the elimination of achievement gaps between subgroups. The actual performances for 2004-2006 and the subgroup goals for elementary reading for 2007-2014 are graphed. Goals for other levels and subjects are available from KDE. Data Source: Kentucky Performance Report for state

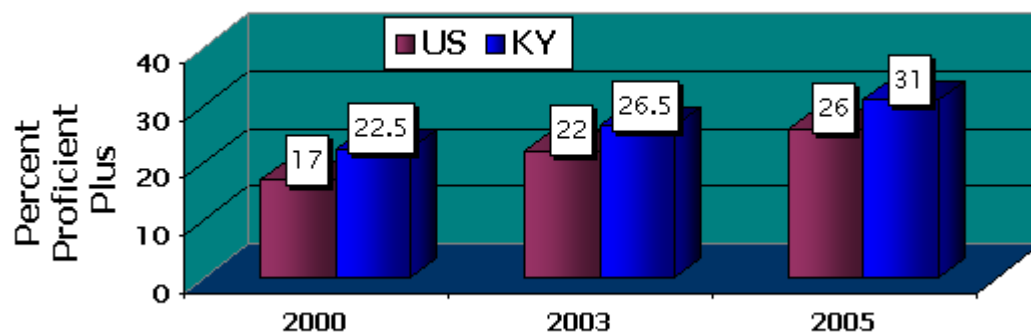
ACT Composite Scores



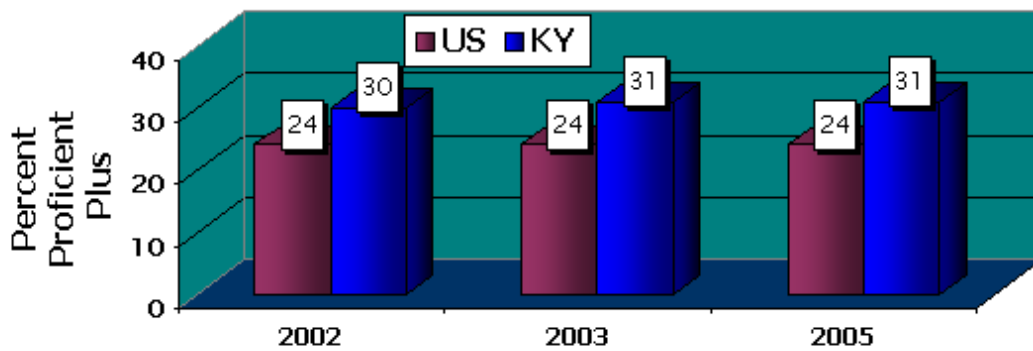
Performance Indicator 1.2.4: Increase student scores by subcategories (reduction of achievement gap) on the state assessment and on NAEP.

NAEP Grade 4 – Percent Proficient or Better

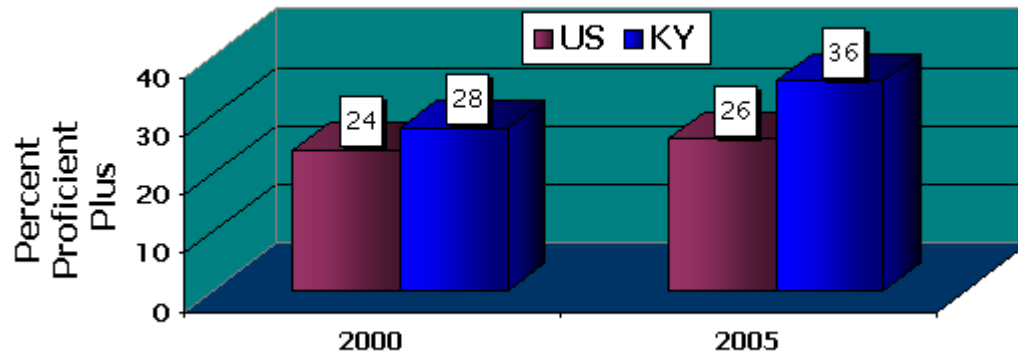
Mathematics



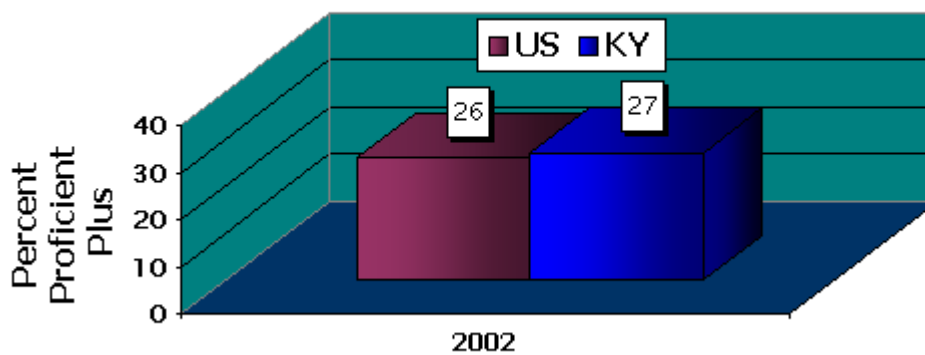
Reading



Science



Writing

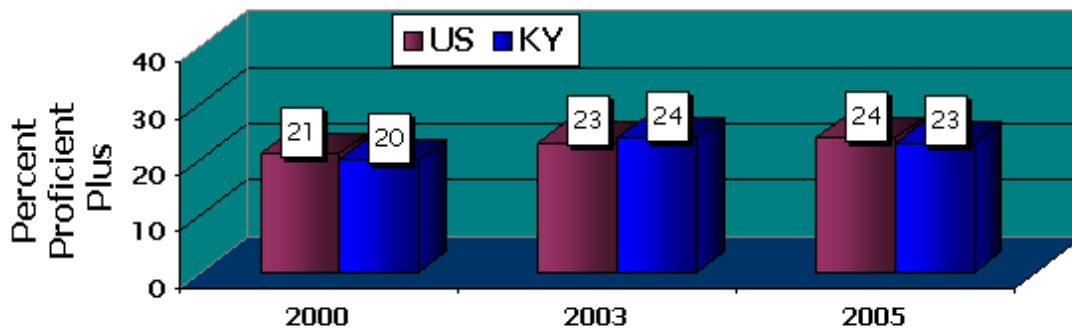


	Year	Reading	Writing	Math	Science
Baseline	2000*	29	27	17	29
Actual	2005	26	31	36	NA
Target	2014	100	100	100	100

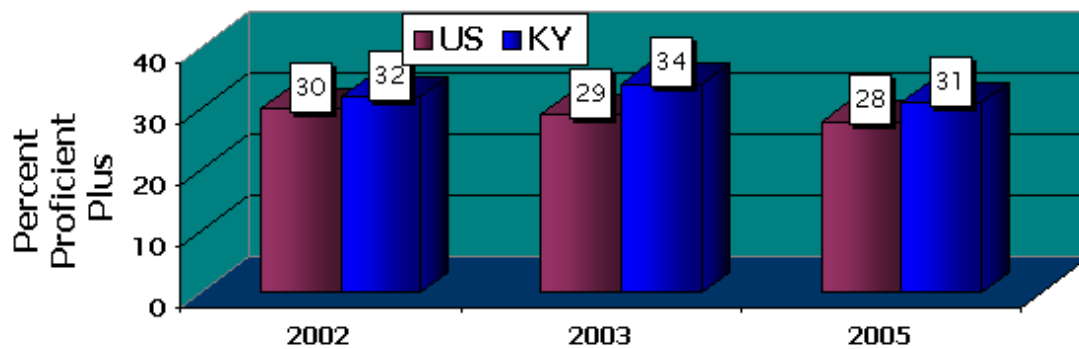
Note: * Reading baseline is 1998; writing baseline is 2002. Writing tests were not administered in 2005. Data Source: National Assessment of Educational Progress (NAEP) State Report for Kentucky

NAEP Grade 8 – Percent Proficient or Better

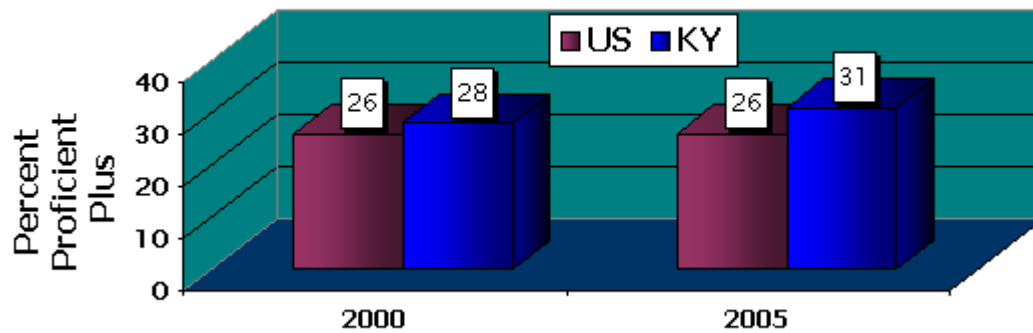
Mathematics

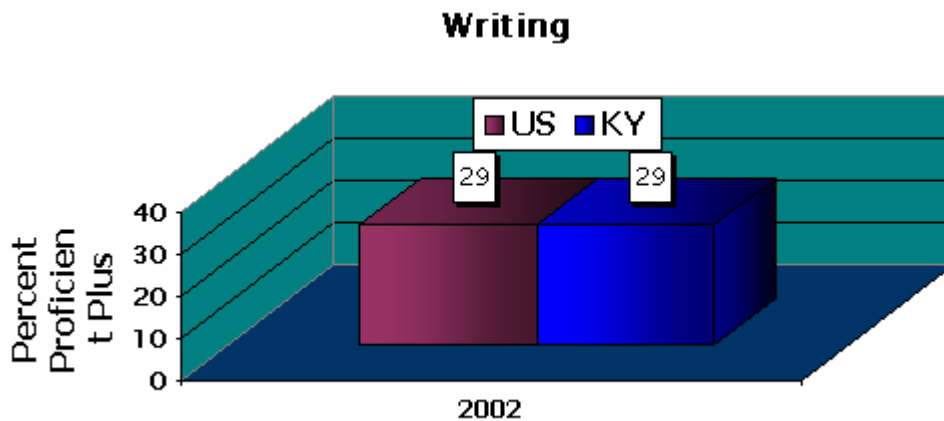


Reading



Science





	Year	Reading	Writing	Math	Science
Baseline	2000*	30	21	20	29
Actual	2005	23	31	31	NA
Target	2014	100	100	100	100

Note: * Reading and writing baseline is 1998. Writing and science tests were not administered in 2003 and 2005.
 Data Source: National Assessment of Educational Progress (NAEP) State Report for Kentucky

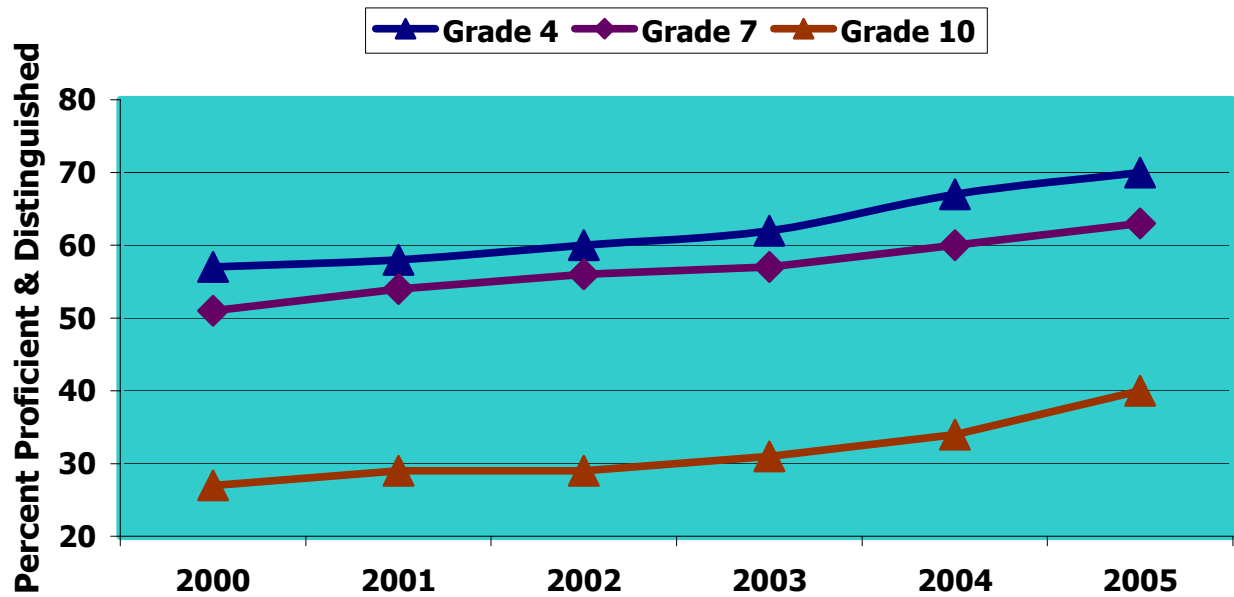
Objective 1.3: Every student reading at or above proficient level

Status: **Action Plan in Progress**

See chart under 1.2.3 above.

Emphasis has been placed on literacy at all levels. Each school is expected to develop and implement a comprehensive literacy plan. Standards for school literacy efforts have been developed, and literacy program funds have been directed to schools with the largest numbers of readers not meeting CATS standards. The federal Reading First program has been implemented, with approximately 90 of Kentucky's 175 public school districts eligible to apply for a share of \$89 million over six years. Read to Achieve, the state-funded literacy program, has funded diagnostic and intervention services in 100 schools.

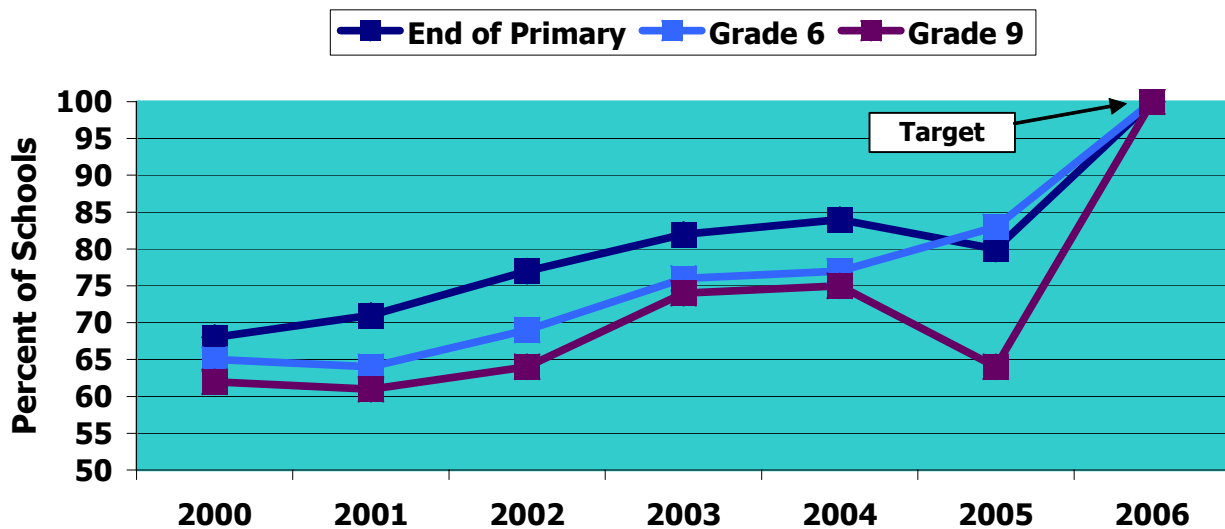
Performance Indicator 1.3.1: Increase reading scores on the state test and on NAEP

Reading: Kentucky Core Content Test (KCCT)

	Year	Percent Proficient or Better		
		Grade 4	Grade 7	Grade 10
Baseline	1999-2000	57	51	27
Actual	2005-2006	70	63	40
Target	2014	100	100	100

Note: Data source: CATS Score Reports (KDE)

Reading: 50th Percentile Plus on Comprehensive Test of Basic Skills (CTBS)



	Year	Percent of Schools at or above 50 th Percentile			
		All	End of Primary	Grade 6	Grade 9
Base	1999-2000	65	68	65	62
Actual	2005-2006	78	80	83	64
Target	2013-2014	100	100	100	100

Note: Data source: CTBS/5 for exiting primary, grades 6 and 9

Reading: ACT

ACT Reading	Year	All Students	Females	Males	African-American	Hispanic
Base	1999-2000	20.6	20.7	20.5	16.9	19.6
Actual	2005-2006	20.6	20.4	20.8	17.1	19.5
Target	2006-2007	21.3	22.0	22.0	22.0	22.0

Note: Target is based on 2003 performance in high performing states where more than 50 of seniors took the ACT.

Objective 1.4: Every student performing at or above the proficient level in mathematics

Performance Indicator 1.4.1: Increase mathematics scores on the state test and on NAEP

* Need data added

Objective 1.5: Every KDE employee working to enhance student success

Status: Action Plan in progress

KDE is addressing all objectives through work plans developed during 2001 and revised in 2003-2004. Particular emphasis has been given to redirecting KDE resources (staff and grant dollars) to addressing Kentucky Board of Education priorities and needs identified by advisory groups of superintendents, principals, parents and local school board members. A major joint initiative with the Education Professional Standards Board is the enterprise data system (MAX) directed by the General Assembly in 2000.

Performance Indicator 1.5.1: Increase customer satisfaction with agency services

Note: Budgetary restraints delayed implementation of quantitative measurement.

Performance Indicator 1.5.2: Increase frequency of support for client problem solving

Note: In 2001, the Kentucky Board of Education clearly defined the mission of the agency as assisting all schools to reach proficiency by 2014. Agency leadership and staff teams are implementing initiatives to focus limited resources on priority areas (dropout reduction, literacy and closing achievement gaps). This effort will continue through 2005-2006.

Performance Indicator 1.5.3: Increase internal and external collaborative effort focused on goals

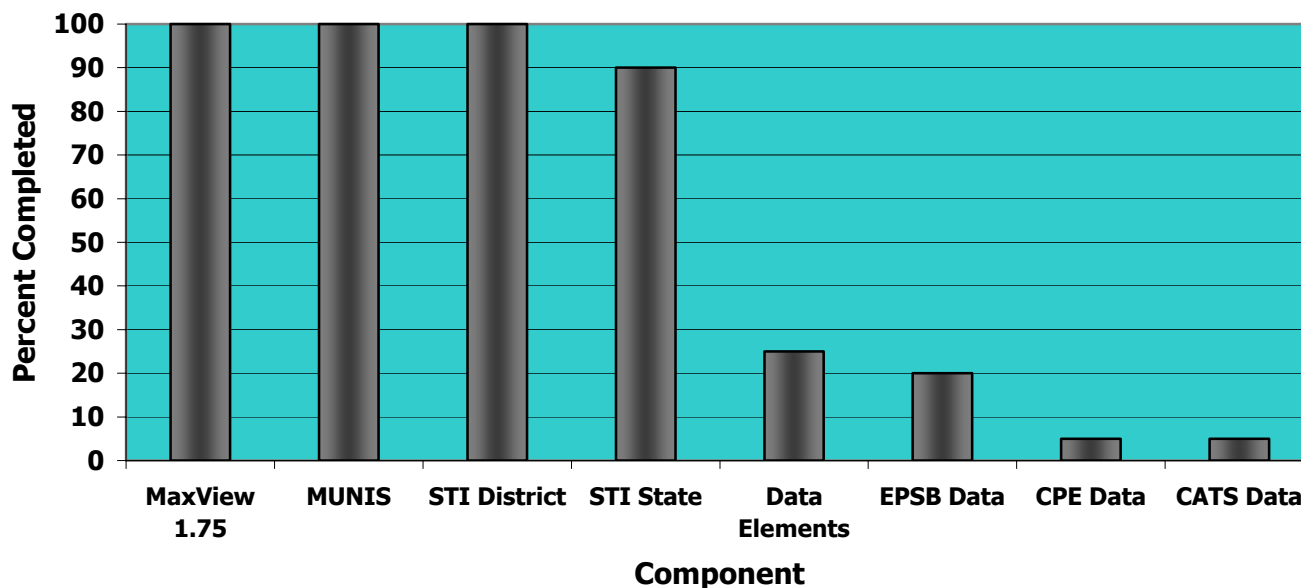
Note: In 2001 and 2002, KDE internal teams have focused on key issues, including student success, dropout reduction, achievement gaps, literacy, culturally responsive teaching/differentiated instruction, professional development standards, data collection, and student transition. To increase collaboration with outside partners, the Commissioner formed external advisory committees of parents, principals, superintendents and school board members. The advisory groups meet four to six times a year to discuss strategies related to KDE goals and objectives. The internal and external work led to a realignment of the agency. Refinement of this effort will continue during 2005-2006.

Performance Indicator 1.5.4: Discontinue or merge redundant programs, or those not aligned with goals

Note: Discretionary grants for schools are being awarded through a centralized process to ensure that resources are being targeted to help the lowest performing students and that various resources awarded to a school or district are coordinated. All financial functions associated with grant administration have been shifted to KDE's internal administration office. Through consolidated program technical assistance, a small KDE team will assist the school-district in integrating resources for student achievement, instead of conducting separate, multiple visits from different programs. Independent initiatives in several functional areas, including local leadership development, have been combined and centralized. Five achievement gap coordinators have been established to help schools and districts receive needed services from KDE Frankfort staff. These activities will continue through 2005-2006.

Performance Indicator 1.5.5: Increase efficiency and effectiveness of data collection and analysis by KDE, schools and districts

Max, Munis and STI Implementation Status



Notes: Kentucky is the first state in the nation to have a standardized school and financial management system in every school and district. Automated state school data accumulators and unique student identifiers are in place. An educational enterprise database system has been made available to schools and other customers. At-home access for parents and students is available for viewing students' attendance, grades, discipline and course progress.

Objective 1.6: Every school accountable for student learning

Status: **Action Plan in Progress**

The Kentucky Education Reform Act of 1990 (as amended) and regulations adopted by the Kentucky Board of Education have established a school and district accountability system that sets biennial and long-range school improvement targets as measured by student performance on various measures.

Performance Indicator 1.6.1 Increase school scores on the state's accountability index, including a reduction in novice and apprentice level learners

Note: See data in Indicators 1.2.1, 1.2.2 and 1.2.5

Performance Indicator 1.6.2 Enhance school reporting to local communities (school report card, district report card, assessment data releases, etc)

**Needs establishment of data measure and performance targets*

Objective 1.7: Every graduate ready for postsecondary education and/or workStatus: **Action Plan in Progress**

To improve both college and job readiness for high school graduates, KDE is (1) working with high schools, Kentucky Virtual High School (KVHS) and other partners to provide opportunities for students in every high school to take Advanced Placement and dual credit classes, (2) expanding the scope of occupational skill standards certification, and (3) in 2006, establishing a requirement that all graduates demonstrate basic technology competencies.

Performance Indicator 1.7.1: Increase rigor and relevance of secondary programs

Students Taking One or More Advanced Placement Exams

	Year	Students	Number of Students by Ethnicity				Exams	Rate*
			White	African American	Other Minority	No ID		
Base	1999-2000	5,964	5,440	128	348	48	9,069	111**
Actual	2005-2006	11,627	9,912	441	982	292	18,670	225**
Target	2013-2014							300***

Note: **Significant Gains Made.** Data Source: The College Board Kentucky Report

* Per 1,000 juniors and seniors in public high schools (Growth Factor Report)

** Estimated from College Board and KDE Data

*** Median of the top 10 states in 2002

ACT College Readiness Standards

	Year	Percentage of Students Meeting ACT Standards			
		English	Math	Reading	Science
Base	1999-2000	64	27	--	21
Actual	2005-2006	67	34	50	23
Target	2006-2007	79	49	49	38

Note: For success in college courses, ACT says high school students need to score 18 or higher in English, 22 or higher in mathematics, 21 or higher in reading and 24 or higher in science. The chart shows the percentage of Kentucky students scoring at or above those levels. The target is the national percentages for 2000 plus 10 percentage points. Data Source: ACT Kentucky Report

Participation in Kentucky Virtual High School: Districts

Districts Participating	Year	Number	Percentage
Baseline	2000-2001	55	31
Actual	2003-2004	165	94
Target	2005-2006	176	100

Participation in Kentucky Virtual High School: Students

Students Participating	Year	Total Enrollment /AP Courses	Foreign Language
Baseline	2001-2002	1,037 / 415	155
Actual	2003-2004	2,000 / 800	374
Actual	2004-2005	2,125 / 850	289
Target	2005-2006		

Note: 100 percent of high schools have the technology and network access which makes it possible for them to offer online courses through KVHS. Districts and schools have been reluctant to pay the course fees which is hampering participation. In many schools, participation is restricted to only a few students who are on scholarships through the federal advanced placement grants. Legislation in 2002 (Senate Bill 74) upgrades requirements for advanced placement, International Baccalaureate, and dual enrollment (secondary-postsecondary) opportunities to increase the rigor of secondary programs.

Students Taking Rigorous College Preparatory Courses

Students taking rigorous courses	Year	Number	Percentage
Baseline	2000	13,885	47
Actual	2006	17,705	59
Target	2007	All	100

Note: Data Source: ACT Kentucky Report

High School Students Participating in Career and Technical Organizations

	Year	Number of students	Percentage of All High School Students
Baseline	2000-2001	39,379	23
Actual	2004-2005	44,701	
Target	2005-2006	52,138	28

Note: Data Source: KDE Division of Career and Technical Education

Performance Indicator 1.7.2: Increase the number of students meeting skill standards in career areas

Students Earning Vocational Skills Credentials

	Year	Number of Students
Baseline	2000-2001	1,077
Actual	2004-2005	5,564
Target	2005-2006	4,605

Note: **Target exceeded.** In 2004-05 there were 19 assessment areas based on career clusters and career majors, in conjunction with the Workforce Development Cabinet. The goal was to increase the number of secondary students earning skill certificates by 10 percent each biennium. The initial increase was 162. In 2005-06, one assessment area

is being eliminated due to low participation over the six years of testing. Data Source: KDE Division of Career and Technical Education

Performance Indicator 1.7.3: Increase the number of students meeting graduation requirements

High School Graduation Rate

	Year	Percent of Students Graduating on Time	Percent of Schools Meeting AYP Standard
Baseline	2000-2001	79.7	
Actual	2004-2005	83	66
Target	2013-2014	100	100

Note: Graduation rate definitions conform to federal NCLB Act. Data for subgroups of students will be maintained. Data Source: Nonacademic Data, 1993-2006 (KDE)

Performance Indicator 1.7.4: Increase the number of students enrolling in and continuing in postsecondary education after successfully completing one year of initial enrollment

High School Graduates Entering Postsecondary Education

	Year	Percentage of Graduates
Baseline	1999-2000	57.8
Actual	2004-2005	59.3
Target	2013-2014	80.0

Note: Included are students attending colleges in Kentucky, out-of-state colleges and vocational/technical schools. Data source: Nonacademic Data 1993-2006 (KDE)

Performance Indicator 1.7.5: Increase the number of high school students achieving scores for placement in credit bearing courses in postsecondary education*

**Needs establishment of data measure and performance targets*

Performance Indicator 1.7.6: Increase the correlation of course taking sequences with high school students' postsecondary goals*

**Needs establishment of data measure and performance targets*

Other Significant Accomplishments related to the Goal:

During the 2000-2004 school years, KDE targeted the six school districts in Kentucky with the largest African-American student population for special targeted assistance in order to increase the percentage of minority and low socioeconomic-status students who are reaching proficiency in all subjects. (These school districts serve more than 75 of all African American students in the state.) The schools in the project have engaged in extensive data analysis and reviews of their approaches to teaching and learning. These schools have responded by focusing their professional development resources on differentiated learning and other practices designed to boost the achievement of low-performing students. Analysis of performance data will determine further steps.

GOAL 2: HIGH QUALITY TEACHING AND ADMINISTRATION

The objectives include preparing teachers and leaders for high achievement of all students, attracting more teachers in shortage areas (subject matter and geographical) and retaining experienced teachers and administrators, particularly in schools with large proportions of minority or low income students. During 2001-2002, KDE sought and secured the General Assembly's support for allowing five districts to develop alternative teacher compensation plans. Those plans have been implemented and are being evaluated for effectiveness. KDE has also worked with partners to establish additional future teacher organizations in high schools and to attract additional students, including minority students, into teacher and administrator preparation programs.

Objective 2.1: Every teacher competent, caring and qualified

Status: **Action Plan in progress**

The Kentucky Department of Education in partnership with the Education Professional Standards Board, teacher preparation institutions, regional cooperatives and local school districts is working actively to increase the number of certified teachers, increase on-the-job support for teachers early in their careers and provide effective professional development.

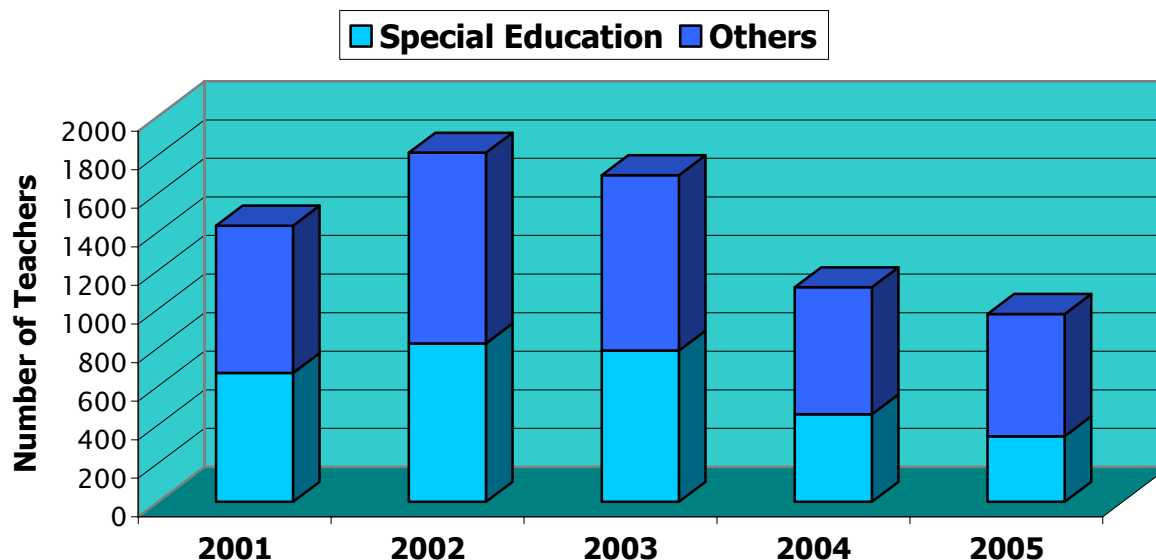
Performance Indicator 2.1.1: Decrease the numbers of emergency certified teachers

Classes Taught by High Qualified Teachers

	Year	All Classes Percentage	High Poverty Percentage	Midlevel Poverty Percentage	Low Poverty Percentage
Baseline	2003-2004	94.6	97.7	94.1	95.3
Actual	2005-2006	96.9	96.0	97.4	97.7
Target	2006-2007	100	100	100	100

Note: In response to the federal No Child Left Behind Act, the Kentucky Education Professional Standards Board (EPSB) established standards for determining 'highly qualified' status as a teacher. EPSB applied the standards to Kentucky's working classroom teachers for the first time in 2003-2004. Data Source: 2005-2006 Highly Qualified Teacher Summary (EPSB)

Active Teachers with Emergency Certificates



Emergency Certified Teachers	Year	Number of Teachers		
		Special Education	All Others	Total
Baseline	2000-2001	668	764	1,432
Actual	2005-2006	294	667	961
Target	2006-2007	0	410 (1% of total)	410

Note: The number of emergency certified teachers declined in 2002-2003, reversing a trend. The downward trend continued for 2005-2006. Data source: Education Professional Standards Board

Performance Indicator 2.1.2: Increase the number/percent of new teachers who continue to full certification (1st 5 years)

Note: Data analysis system under development by Education Professional Standards Board.

Performance Indicator 2.1.3: Increase the overall number of qualified candidates who enroll in a teacher preparation program, especially in critical shortage areas

Undergraduate Full Time Teacher Preparation Program Enrollment

	Year	Total	White, not Hispanic	Minority	Minority Percentage
Baseline	2000-2001	8,389	7,625	644	7.7
Actual	2002-2003	8,106	6,973	601	7.4
Actual	2003-2004	2,070	1,989	77	3.7

Note: Data Source: Education Professional Standards Board

Performance Indicator 2.1.4: Increase the number of minority teachers and administrators

Diversity among Teachers

	Year	Percentage of Teachers		
		African-American	Other Minority	Total Minority
Baseline	2000-2001	3.7	0.4	4.1
Actual	2005-2006	3.7	0.7	4.4
Target	2013-2014	11.0	4.0	15.0

Note: Data Source: KDE Office of District Support Services

Diversity among School Leaders

	Year	Percentage of Certified Non-Teaching Staff		
		African-American	Other Minority	Total Minority
Baseline	2000-2001	4.3	0.2	4.5
Actual	2005-2006	4.1	0.5	4.6
Target	2013-2014	11.0	4.0	15.0

Note: The 2014 target is based on the current percentages of minority students plus slight projected growth. The 2006 target is based on equal annual increases from 2001 to 2014. Data Source: KDE Office of District Support Services

Performance indicator 2.1.5: Increase the retention of highly qualified, effective, experienced teachers in the classroom

Note: See Performance Indicator 2.1.1

Performance Indicator 2.1.6: Increase teacher participation in effective professional development that is of high quality

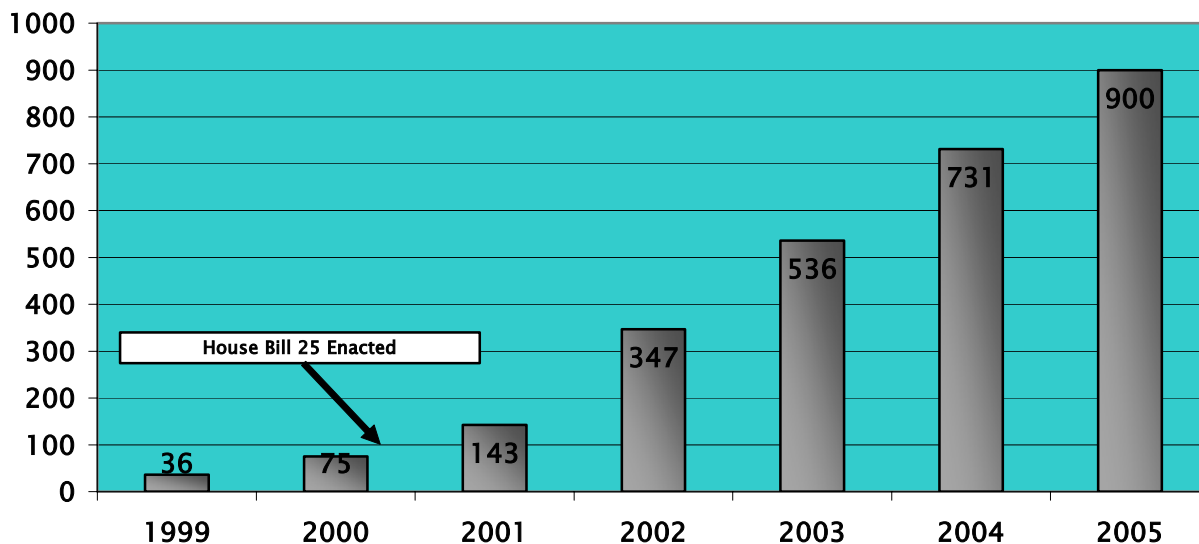
Teachers Engaged in Content-Focused Professional Development

	Year	Percentage
Baseline	1999-2000	96.3
Actual	2003-2004	98.6
Target	2005-2006	100

Note: Data Source: School Report Card files

Performance Indicator 2.1.7: Increase the number of National Board Certified teachers

Nationally Certified Teachers in Kentucky



	Year	Number Added	Total Certified
Baseline	2000	39	75
Actual	2005	166	900
Target	2020	100 per year	1,220 (1 per school)

Note: House Bill 25 (2000 General Assembly) established a goal of 1 nationally certified teacher per school by 2020.
 Data Source: NBCTs by State, National Board for Professional Teaching Standards

Objective 2.2: Every principal an instructional leader

Status: **Action Plan in Progress**

Since 2001-2002, KDE has provided a network of mentor coaches to support principals in schools below the assistance line (not meeting goals) during the 2000-2002 interim accountability cycle. KDE will continue to assist principals in the lowest performing schools based on CATS results and scholastic audits. The focus is on the leadership standard (Standard 7) in the *Kentucky Standards and Indicators for School Improvement*. The principals will be supported by highly skilled educators in their efforts to meet the standards.

Performance Indicator 2.2.1: Increase the number of principals demonstrating mastery in school leadership

Schools Meeting All State Accountability Goals

Schools Meeting All Improvement Goals	Year	Percent Meeting All Accountability Goals			
		All Schools	Elementary	Middle	High
Baseline	2000-2002	47	56	36	26

Actual	2004-2006	49	65	35	23
Target	2006-2008	100	100	100	100

Note: Data Source: CATS Accountability Reports

Performance Indicator 2.2.2: Increase Instructional leadership capacity through participation in formalized teacher/leader instructional teams*

**Needs establishment of data measure and performance targets*

Performance Indicator 2.2.3: Increase the instructional leadership capacity to focus on classroom instruction and the relationship of teachers and students in the presence of content*

**Needs establishment of data measure and performance targets*

Performance Indicator 2.2.4: Increase the focus of instructional leadership on the five organizational elements critical to the implementation of key action plans: stakeholders, culture, structure, systems and capacity*

**Needs establishment of data measure and performance targets*

Performance Indicator 2.2.5: Collaborate with the Council on Postsecondary Education (CPE) and the education Professional Standards Board (EPSB) to redesign the principal preparation and certification program*

**Needs establishment of data measure and performance targets*

Objective 2.3: Every school an equitable place to work and learn

Status: **Action Plan in progress**

Based on a review of 2000-2002 results from scholastic audits and feedback from the field, KDE has redirected its efforts toward providing intensive services that support an equitable, supportive learning environment for teaching and learning, according to Standards 4-5: School Climate indicators in the *Kentucky Standards and Indicators for School Improvement*. Initiatives in this area include the Minority Student Achievement project, work with the Commissioner's Equity Council and General Assembly on closing achievement gaps (Senate Bill 168) and minority recruitment and retention.

Performance Indicator 2.3.1: Improve student achievement overall and in student subgroups in all schools

Note: See data for Performance Indicators 1.2.1, 1.2.2 and 1.2.5.

Performance Indicator 2.3.2: Increase the percentage of students, parents and staff who perceive the school as equitable

Note: Equity for students includes fairness in access to high quality curriculum, high quality teachers and instruction, and instructional resources. Equity for teachers includes fairness in employment practices, accessing instructional resources, Individual Growth Plan support, time and schedule decisions and policy structure. Measurement of perceptions requires a survey, funds for which were not available during 2002-2004.

Performance Indicator 2.3.3: Increase access to the rigorous curriculum for all students, including high-level courses (e.g., Advanced placement, International Baccalaureate, dual credit)*

**Needs establishment of data measure and performance targets*

Performance Indicator 2.3.4: Assure full implementation of the Individual Learning Plan*

**Needs establishment of data measure and performance targets*

Performance Indicator 2.3.5: Guarantee each student is provided appropriate learning supports based on diagnostic and formal assessments*

**Needs establishment of data measure and performance targets*

Objective 2.4: Every local district supportive of teachers and students

Status: **Action Plan in Progress**

KDE has several initiatives in place to help leadership at the district and school levels focus more effectively on improving student achievement. The *Kentucky Standards and Indicators for School Improvement* include standards for districts in supporting schools, and districts used this for developing comprehensive district improvement plans for 2002-2004 and subsequent years. A district scholastic audit process has been piloted. Increased attention is being given to the role of districts in school improvement. The initiatives are in preparation for district accountability requirements, effective 2004-2005.

Performance Indicator 2.4.1: Increase the number of superintendents demonstrating mastery in district leadership

Districts with All Schools Meeting Performance Goals

	Year	Percentage of Districts	
		All Schools Meet Goals	80-99 Percent of Schools Meet All Goals
Baseline	2000-2002	7	8
Actual	2004-2006	11	34
Target	2006-2008	100	100

Note: Data Source: CATS Accountability Reports

Administrator Preparation Standard for Technology

	Year	Status
Baseline	2002-2003	In Development
Actual	2003-2004	Implemented
Target	2003-2004	Implementation

Notes: **Goal Achieved.** Data Source: Education Professional Standards Board

Performance Indicator 2.4.2: Increase the capacity of local board and central offices to emphasize high student achievement

Note: During 2002-2004, local school boards implemented Senate Bill 168 (2002 GA). This legislation required school boards to analyze the performance of student subgroups, develop plans for eliminating differentials, conduct a public hearing and monitor results annually. This effort will continue.

Performance Objective 2.4.3: Increase the numbers of schools offering access to a relevant, rigorous curriculum*

**Needs establishment of data measure and performance targets*

Other Significant Accomplishments Related to the Goal:

All 2002-2004 comprehensive district improvement plans and categorical program budgets for state and federal program funds are posted on the KDE website for public access and review. The majority of schools have also posted their 2002-2004 comprehensive school improvement plans on the website.

GOAL 3: STRONG AND SUPPORTIVE ENVIRONMENT FOR EACH SCHOOL AND EVERY CHILD

KDE administers a variety of programs which provide resources to schools to remove barriers to learning and assist children and families. These include school health programs, breakfast and lunch programs, safe and drug-free schools, family literacy, community education, and family resource/youth services centers (administered through the Cabinet for Families and Children). Each of these programs has specific initiatives aligned with KDE objectives. In addition, KDE distributes state and federal funds to schools and sets standards for school buildings and school buses.

Objective 3.1: Every child and teacher in a safe, healthy and caring environment

Status: **Action Plan in Progress**

Working with local districts and other partners, KDE provides a variety of resources for improving attendance, increasing student and teacher safety, ensuring compliance with student health standards, increasing participation for eligible students in breakfast and lunch programs, and providing safe buildings.

Performance Indicator 3.1.1: Decrease the number and types of violent incidents

Student Violations of Criminal Statutes and Board Policies

	Year	Types of Violations					
		Part I Crimes	Rate per 1,000	Part II Crimes	Rate per 1,000	Board Policy Violations	Rate per 1,000
Baseline	1999-2000	942	1.5	6,887	10.9	85,367	136
Actual	2003-2004	510	0.8	5,518	8.7	85,714	136
Target (10% reduction)	2003-2004	786*	0.8	6,625*	9.8	69,935	107
Target (3% annual reduction)	2005-2006	739*	0.9	6,233*	10.5	65,802	100

***Target Exceeded**

Notes: Part I crimes are aggravated assault, arson, burglary, homicide, rape, theft and robbery. Part II crimes include simple assault, drug and alcohol violations, petty theft, curfew violations, possessing firearms, gambling, etc. Local board policy violations are not violations of law; however, local board policies are designed to ensure an orderly learning environment. Kentucky has no persistently dangerous schools based on criteria developed in compliance with the federal No Child Left Behind Act. Data Source: Center for School Safety Annual Reports

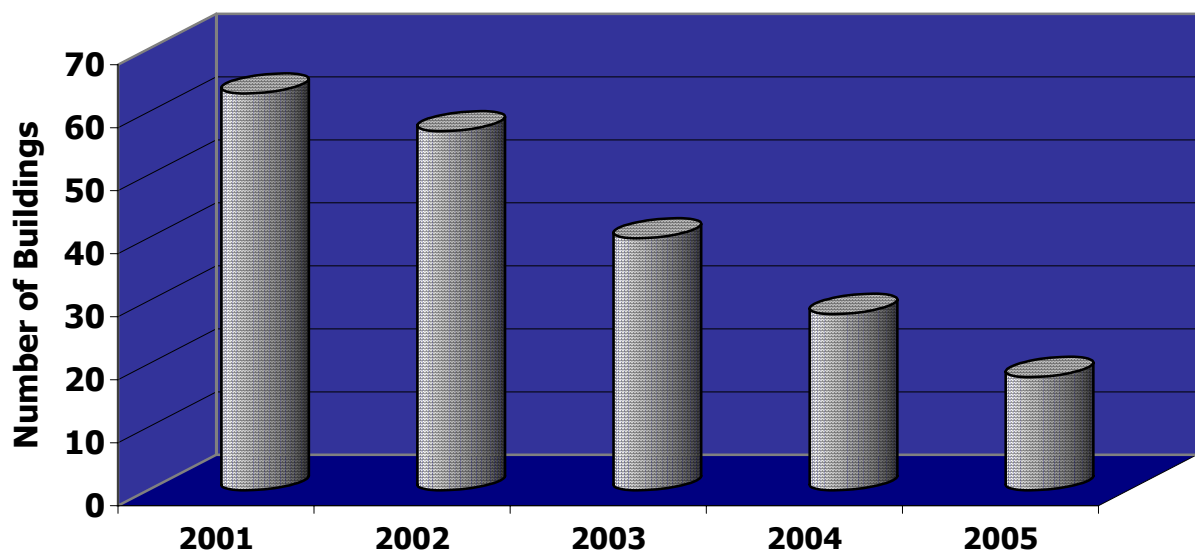
Drug Violations and Drug Free Schools

	Year	Drug Violations	Per 1,000 students	Percentage of Schools with No Drug Incidents*		
				Elementary	Middle	High
Baseline	1999-2000	2,036	3.3	96	51	18
Actual	2002-2003	2,811	4.5	95	38	19
Target	2005-2006	1,500	2.5	98	72	52
Target	2013-2014	0	0	100	100	100

Note: *Baseline year is 2000-2001. Data Source: Kentucky Center for School Safety reports and School Report Card files

Performance Indicator 3.1.2: Decrease the number of schools needing major upgrading

Schools Most in Need of Repair, Renovation or Replacement



	Year	Number of Level 5 Buildings
Baseline	2001	63
Added by General Assembly	2004	11
Actual	2005	18
Target	2008	0

Note: **Target exceeded in 2004, despite addition by the General Assembly.** Based on age and other standards, Level 5 buildings are those most in need of repair, renovation or replacement. The 2003-2004 state budget provided a significant amount of bonding capacity for upgrading Level 5 buildings. That funding will address more than half of the remaining Level 5 schools. Achievement of the goal by 2008 is contingent on additional funding and the ability to sell bonds. Data Source: KDE Division of Facilities Management

Performance Indicator 3.1.3: Improve the quality of the local facility planning process to ensure increased attention to the condition of buildings*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.1.4: Improve the quality of facility maintenance planning and implementation in local school districts*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.1.5: Increase student participation in food services

School Breakfast and Lunch Program Participation

	Month/Year	Average Daily Participation			
		Breakfast	Percentage	Lunch	Percentage
Baseline	10/2000	168,764	29.2	469,001	71.8
Actual	10/2005	205,826	32.2	510,055	75.2
Target	10/2006	207,884			

Note: Initial target exceeded. 2006 target is based on 2% annual growth. No target has been established for the lunch program.

Performance Indicator 3.1.6: Increase student health

Note: School health services provide access to preventative services, emergency care, management of acute and chronic health conditions, and referral to appropriate providers. KRS 156.502 requires school districts to provide necessary student health services during the instructional day. The KDE School Health Reference Guide was updated in 2004 to provide information on the delivery of school health services. The State School Nurse Consultant provides support and technical assistance to all school districts on the delivery of school health services, including professional development. Health services data collection is ongoing in development.

Delivery of School Health Services

	Year	School Districts with School Nurses	Student Enrollment	Number of KY School Nurses	Nurse to Student Ratio
Baseline	2003	151	609,145	447	1:362
Actual	2005	159	641,925	480	1:337
Target	2010				1:750

Students with Required Immunizations

	Year	P-1 Students (DtaP, MMR & Varicella)	P-1 Students Hep B	Grade 6 (MMR)	Grade 6 (Td Booster)	Grade 6 Hep B	Grade 6 Varicella
Baseline	2000-2001	94	94			91	
Actual	2005-2006	95	94	96	75	97	66
Target	2006-2007	100	100	100	100	100	100

Note: Data Source: Kentucky Immunization Program

Performance Indicator 3.1.7: Increase improvements in student advising and guidance systems to support student learning and planning for postsecondary choices*

**Needs establishment of data measure and performance targets*

Objective 3.2: Every child who is behind receiving increased supports

Status: **Action Plan in Progress**

In 2001-2002, KDE provided schools and districts with a variety of assessment strategies and tools, including reading instruments, that schools and districts may use to keep track of student progress so that struggling students are identified quickly and receive effective help immediately. KDE provides targeted resources to schools to help them meet both academic and non-academic needs of students.

Performance Indicator 3.2.1: Decrease the numbers of students scoring in the novice and apprentice range

Note: See indicator 1.2.1.

Performance Indicator 3.2.3: Increase the coordination of resources to students at risk

Note: Data indicating how thoroughly schools respond to needs of “at risk” students is not currently collected. See pre-school data under indicator 1.1.4.

Performance Indicator 3.2.2: Decrease the response time for implementing intervention plans for students needing help

Note: A direct measure of how quickly schools respond to student needs is not currently in place. See Performance Indicators 1.1.1 and 1.1.2.

Performance Indicator 3.2.4: Increase improvements in existing intervention supports and services for students who need assistance*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.2.5: Increase the quality of alternative education programs*

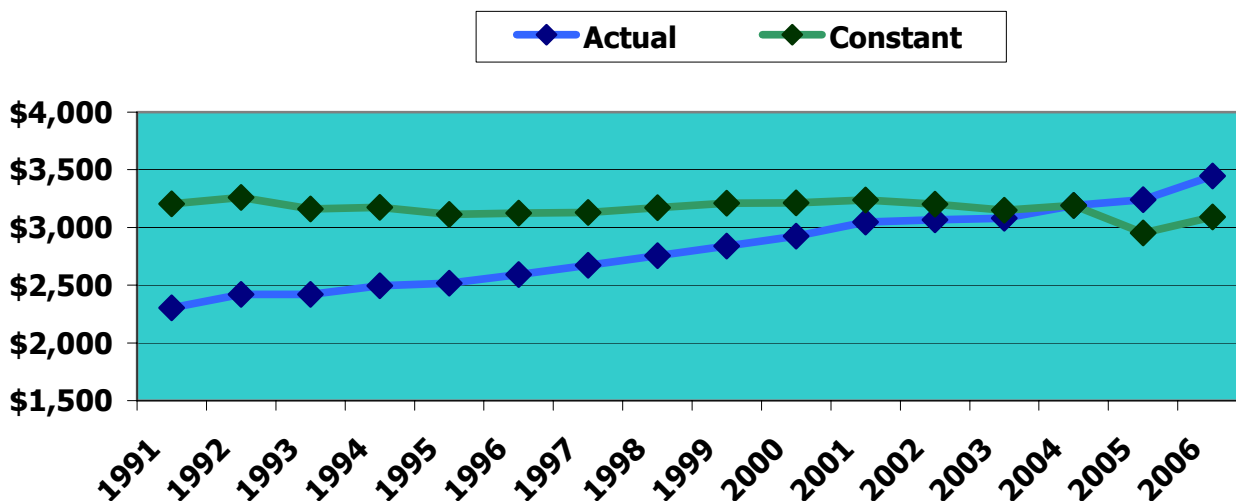
**Needs establishment of data measure and performance targets*

Objective 3.3: Every school with sufficient instructional resources for high achievement

Status: **Action Plan in Progress**

KDE's historic statutory role has been to distribute state and federal funds to districts and schools fairly and equitably. KDE has conducted studies concerning the adequacy of funding to support KERA, including Support Education Excellence in Kentucky (SEEK) and other programs. In addition, in conjunction with partners and the General Assembly under Senate Bill 402, a small number of districts are participating in a pilot on differentiated compensation for teachers. The impact of these programs is being evaluated by third party compensation specialists.

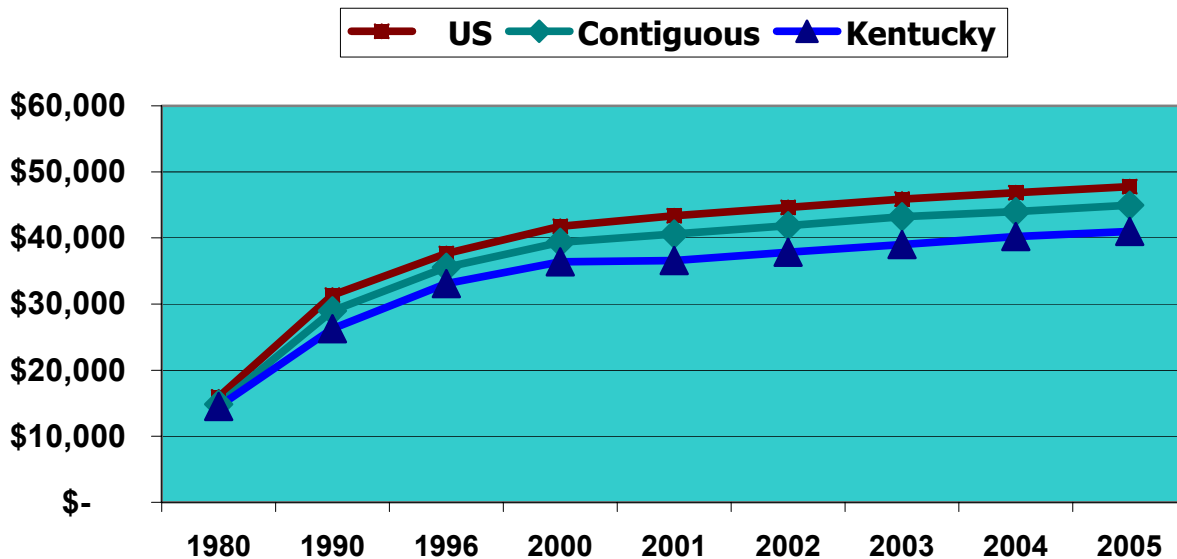
Performance Indicator 3.3.1: Increase equitable, adequate resources through SEEK

SEEK Base Funding in Actual and Constant Dollars

Note: Since 1992, in conjunction with the General Assembly and others, KDE has regularly commissioned third parties to analyze SEEK funds distribution. Those studies have consistently concluded that SEEK has eliminated the inequities that existed prior to 1990; i.e., relative to the needs of students, state aid is distributed fairly. In 2003, two studies commissioned by KDE concluded that overall SEEK funding is inadequate to meet the needs of all students. One study calculated the cost of adding services which have been demonstrated to be effective in other states but which Kentucky does not provide. The second study was based on Kentucky educators' judgment of what resources they need to ensure that all students reach proficiency. Based on the study findings, in June, 2003, the Kentucky Board of Education unanimously approved a resolution supporting increased funding to support Kentucky schools. Achievement of the objective depends on future appropriations.

Performance Indicator 3.3.2: Increase average teacher salary to that of the surrounding states

Average Teacher Salaries



	Year	KY Average	US Average	KY as Percentage of US	Adjacent States Average	KY as Percentage of Adjacent States
Baseline	1999-2000	\$36,380	\$41,724	87.1	\$39,358	92.4
NEA Estimate	2004-2005	\$41,002	\$47,750	85.9	\$44,970	91.2
Target	2005-2006			100		100

Note: The adjacent states are Illinois, Indiana, Missouri, Ohio, Tennessee, Virginia and West Virginia. Data Source: US Department of Education, Digest of Education Statistics, 2002, and National Education Association, Rankings and Estimates, 2004

Performance Indicator 3.3.3: Improve ease of access and use of modern technology-based instructional tools across all content and grade levels

Student Computing: Access, Where Learned, and How Well

Students Having Access to a Computer	Number	Percent
Personal computer at home	887	87
Internet at home	774	76
Where did you acquire the following computer skills?	Mostly Outside of School	Mostly in School
Use a spreadsheet to analyze data	22%	65%
Format documents using a word processor	38	60
Use the Internet to find information for a specific project	64	34
Use e-mail to communicate or to send and receive attachments	77	13
How capable are you of performing the following computer skills?	Without Help	With a Lot of Help
Use a spreadsheet to analyze data	39%	9%
Format documents using a word processor	84	2
Use the Internet to find information for a specific project	86	2
Use e-mail to communicate or to send and receive attachments	75	5

Notes: The Kentucky Education Technology System (KETS) 2007-2012 Master Plan for Education Technology highlights the integration of instruction with educational technology to transform the way curriculum is taught and provides students with ready access to technology, both inside and outside their classrooms. The driving force behind the Master Plan is ensuring that student classroom performance and their preparedness for higher education, military and workforce is kept at the forefront of any educational initiative that involves technology. We have moved far past the time of implementing technology for technology's sake or as a system that does not have direct connections with teaching, learning, productivity, student work, communications, decision-making and leadership.

The Milken Foundation, MGT of America Study and Education Week rate Kentucky as one of the best states in making a difference and adding value to the instructional process through its investment in technology. A Kentucky Long Term Research Center study technology says that KETS investment is effective in improving students' technology literacy and preparing them for the workforce in an equitable manner. KETS was listed as the state's top economic development initiative. Also, two separate surveys on attitudes toward technology by teachers, principals, superintendents, school council parents, school board members and the general public were all positive. In 2006, Kentucky was ranked fifth overall in the nation, according to Education Week, in leadership in

the area of P-12 education technology. This included use, capacity and access. Kentucky received an A letter grade in the areas of use of technology and capacity to use technology in schools.

Target 2004 for Program of Studies; 2007 for Core Content for Assessment

Notes: KDE has three initiatives for integrating technology into the Program of Studies (state course content and graduation requirements), textbooks, other instructional materials and Core Content for Assessment. (1) Field input: At a series of regional meetings, technology resource teachers and teachers representing all content areas provided suggestions for additions to the Program of Studies and evaluation methods for the integration of technology within the curriculum. (2) Pilot strategies: Anderson County Schools, ISTE and KDE conducted a joint pilot project utilizing mentoring, professional development, and portfolio evaluation process. (3) Competency assessment: A list of computer competencies to be expected of graduating seniors has been developed and a basic plan for a testing program is being explored to evaluate these competencies, beginning in the 8th grade. The plan is currently being expanded to include a version of the evaluation for Kentucky Community and Technical College Systems.

Schools with Student Technology Leadership Programs

	Year	Percentage of All Schools	Districts with at Least One Program
Baseline	2000-2001	63.8	
Actual	2005-2006	94.7	174
Target	2006-2007	100	175

Note: Data Source: Office of Education Technology

Performance Indicator 3.3.4: Increase technology-based instructional, management and reporting supports*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.3.5: Increase availability and utilization of a high-speed education telecommunications network for all districts and schools*

**Needs establishment of data measure and performance targets*

Performance indicator 3.3.6: Increase the number of modern instructional appliances (devices/workstations) used in all districts and schools*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.3.7: Improve the statewide student information system (SIS) and implement the Kentucky Instructional Data System (KIDS) to provide longitudinal data to drive policy decisions in support of student learning*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.3.8: Increase efficiency in the use of resources in local districts*

**Needs establishment of data measure and performance targets*

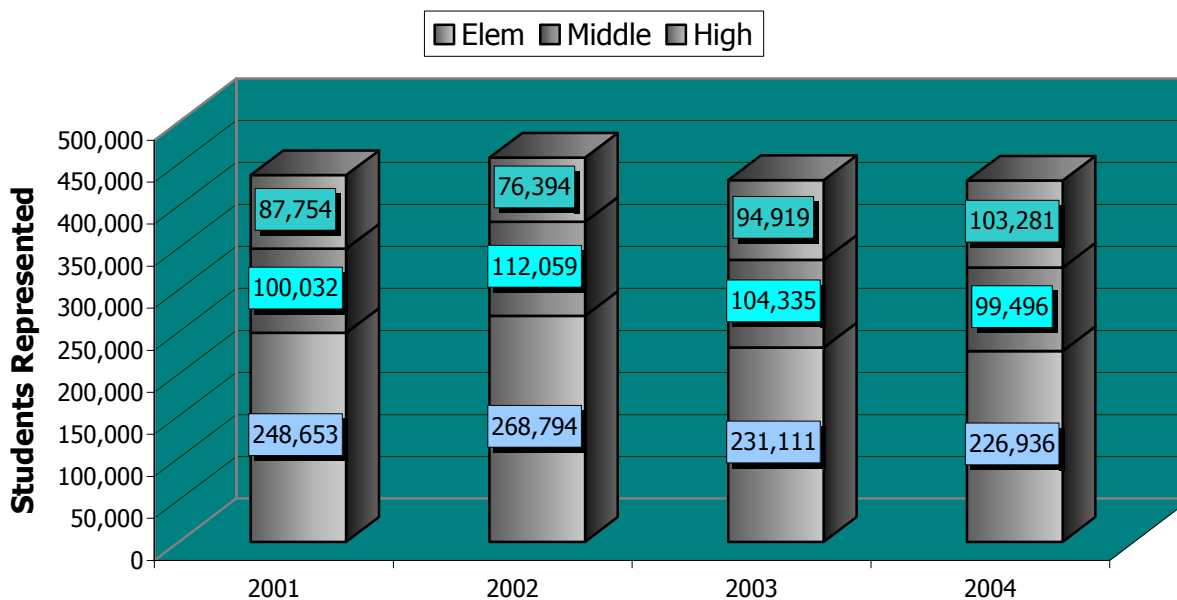
Objective 3.4: Every family involved in their child's learning

Status: **Action Plan in Progress**

KDE's focus is on increasing schools' positive contacts with parents, more parent participation in School Based Decision Making (SBDM), and parents and schools working as partners on behalf of the child through increased participation in parent-teacher conferences and the development of individual graduation plans.

Performance Indicator 3.4.1: Increase the percent of parents participating in effective parent-teacher conferences

Students with Parents Attending a Parent-Teacher Conference



	Year	Students Represented	Percentage of Students Represented		
			Elementary	Middle	High
Baseline	2000-2001	411,437	79	63	52
Actual	2005-2006	428,753			
Target	2006-2007	510,000	95	85	85

Note: Data Source: School Report Card files. The goal is based on the current performance of the highest performing schools and National PTA standards.

Performance Indicator 3.4.2: Increase the number of parents involved in school decisions

Parents Serving on School Councils and Committees

	Year	Parents Serving	Average Number per School		
			Elementary	Middle	High
Baseline	2000-2001	15,154	12	13	13
Actual	2005-2006	12,017	10	10	10
Target	2006-2007	22,000*	17	17	17

*2 parents per council plus 15 on committees

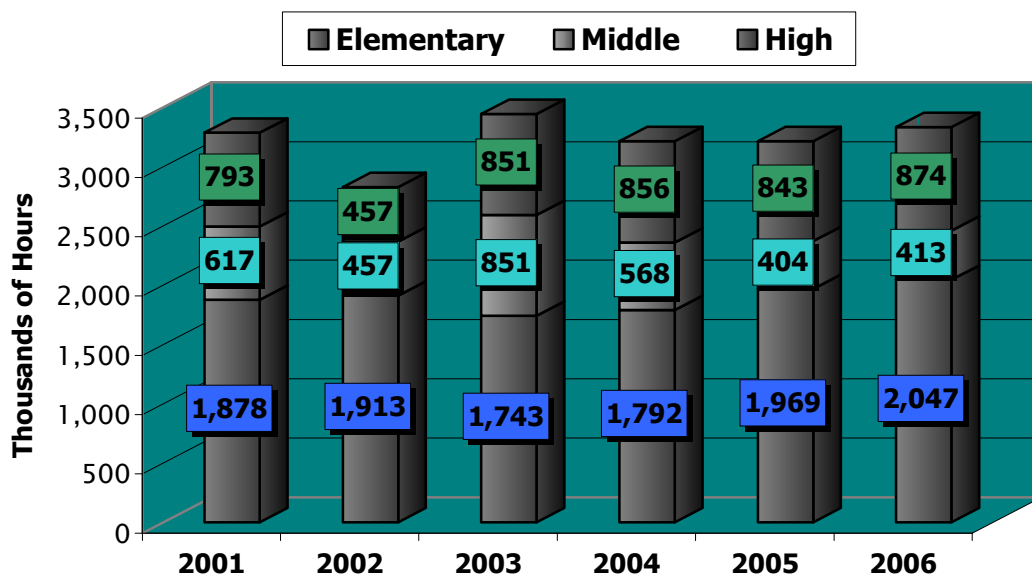
Parents Voting in School Council Elections

	Year	Number Voting	Voters as a Percentage of Enrollment		
			Elementary	Middle	High
Baseline	2000-2001	72,510	15	11	7
Actual	2005-2006	69,215	18	7	7
Target	2006-2007	110,000	20	20	20

Note: Data Source: School Report Card files

Performance Indicator 3.4.3: Increase the number of productive parent volunteer hours

Hours Worked by Parent Volunteers



	Year	Hours	Hours per Student
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		Volunteered	Elementary	Middle	High
Baseline	2000-2001	2,732,820	6.0	4.0	5.0
Actual	2005-2006	3,334,768	8.3	3.6	4.6
Target	2006-2007	4,500,000	7.5	7.5	7.5

Note: Data Source: School Report Card files

Performance Indicator 3.4.4: Increase parent involvement in Individual Learning Plans (ILPs)

Target 75% of parents involved by 2005-2006

Notes: Currently, data are not collected on parent involvement in ILPs, but could be included in the parent involvement information on the School Report Card.

Performance Indicator 3.4.5: Increase literacy and parenting skills of parents in the lowest level of adult literacy

Family Literacy Services

	Year	Counties Served
Baseline		
Actual	2003-2004	120
Target	2003-2004	120

Notes: **Target achieved** through the Council on Postsecondary Education and the Workforce Development Cabinet to require family literacy as part of adult education services. Progress in adult education programs is tracked through the Department of Adult Education and Literacy, with comparable data collection from KDE-funded family literacy programs.

Performance Indicator 3.4.6: Increase parent ease of access to their child's and school's data, electronic instructional resources, teachers and administrators*

**Needs establishment of data measure and performance targets*

Objective 3.5: Every community involved in children's learning

Status: **Action Plan in progress**

KDE's action plans focus on extending community education efforts, expanding community literacy initiatives and increasing job-based learning opportunities for students.

Performance Indicator 3.5.1: Increase community support for public education

Counties with Community Education Programs Supporting Student Learning

	Year	Percentage of Counties
Baseline	1999-2000	50
Actual	2002-2003	100
Target	2002-2003	70

Kentucky Schools of Promise Volunteer Programs

	Year	Percentage of Counties with Programs
Baseline		
Actual	2003-2004	45
Target	2003-2004	50

Note: Data Source: KDE Office of District Support Services

Performance Indicator 3.5.2: Increase internships, service learning and other community/business based experiences for secondary students*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.5.3: Increase activities beyond sporting events that bring a wide range of the community physically to the school*

**Needs establishment of data measure and performance targets*

Performance Indicator 3.5.4: Strengthen the role of local boards of education to involve and lead communities toward continuous improvement and high levels of learning*

**Needs establishment of data measure and performance targets*